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FACULTY BULLETIN

APRIL 24, 1974 VOLUME 12 NO. 4



CALENDAR OF EVENTS

New Cinema Film: "Z", Theater, 12:30 & 6:00 P.M. -----	April 25
Evening Division Marketing Association: Election of Officers -----	April 25
College Union Special Program: "Retake" - photos & films, College Union -----	April 25
Women's Tennis: vs. Cheyney State College, Home -----	April 25
Feature Film: "Cabaret", Theater, 6, 8:15 & 10:30 P.M.-----	April 26
Men's Crew: Kerr Cup Regatta, Schuylkill River -----	April 26
Men's Golf: vs. St. Joseph's-Swarthmore, 2:00 P.M., Away -----	April 26
Men's Track: Penn Relays, Away -----	April 26
Feature Film: "Cabaret", Theater, 6, 8:15 & 10:30 P.M. -----	April 27
Men's Baseball: vs. American University, 12:30 P.M., Home -----	April 27
Men's Crew: Kerr Cup Regatta, Schuylkill River -----	April 27
Men's Track: Penn Relays, Away -----	April 27
Men's Tennis: vs. American University, 2:00 P.M., Home -----	April 27
Men's Baseball: vs. Villanova University, 1:30 P.M., Away -----	April 28
Men's Golf: MAC Championships, Away -----	April 28
Day & Evening Division: End of spring semester classes- Day, 4:30 P.M. Evening, 10:15 P.M. -----	April 29
Evening Division: Final Exams -----	April 29
Men's Golf: MAC Championships, Away -----	April 29
Men's Tennis: vs. Villanova University, 2:45 P.M., Away -----	April 29
Final Exams -----	April 30
Men's Golf: vs. Univ. of Penn-Villanova, 1:00 P.M., Home -----	April 30
Women's Softball: vs. Penn State-Ogontz, Away -----	April 30
Final Exams -----	May 1
Final Exams -----	May 2
Women's Softball: vs. Swarthmore College, Away -----	May 2

CALENDAR OF EVENTS(CONTINUED)

Final Exams -----	May 3
Cap & Gown Distribution: Theater, 1:00 - 9:00 P.M. -----	May 3
Men's Baseball: vs. Glassboro State College, 3:30 P.M., Home -----	May 3
Men's Crew: Bergen Cup Regatta, Schuylkill River -----	May 3
Men's Track: Quantico Relays, Away -----	May 3
Men's Crew: Bergen Cup Regatta, Schuylkill River -----	May 4
Men's Track: Quantico Relays, Away -----	May 4
Men's Tennis: vs. Hofstra University, Away -----	May 4
Final Exams -----	May 6
Day & Evening Division: Senior grades due, 9:30 A.M. -----	May 6
Cap & Gown Distribution: Theater, 1:00 - 9:00 P.M. -----	May 6
SGA: Installation of Officers -----	May 6
Final Exams -----	May 7
Dorms close, 6:00 P.M. -----	May 7
Final Exams -----	May 8
Men's Crew: Dad Vail Championship Regatta, Schuylkill River -----	May 10
Men's Track: MAC'S, Away -----	May 10
Baccalaureate Mass: Immaculate Conception Church, 4:00 P.M. -----	May 11
Senior-Faculty Reception: Campus, 5:30 P.M. -----	May 11
Men's Crew: Dad Vail Championship Regatta, Schuylkill River -----	May 11
Men's Track: MAC'S, Away -----	May 11
ROTC: Commissioning Ceremony, Theater, 11:30 A.M. -----	May 12
Commencement: Phila. Civic Center Convention Hall, 3:00 P.M. -----	May 12

CALENDAR OF EVENTS(CONTINUED)

ART EXHIBITS:

Paintings by Lorraine Alexander, College Union ----- April 1-26

Exhibit by LSC students, LSC Gallery ----- April 22-
May 1

Water color and ink paintings by Esther Forman Singer,
College Union ----- May 5-22

New Jersey Water Color Society, College Union ----- June 5-22

Contemporary American Graphics, College Union ----- July 5-22

Mixed Media Paintings by Reta Shacknove, College Union ----- August 5-22

OFFICE OF THE VICE PRESIDENT, ACADEMIC AFFAIRS

An article which can be found at the end of this Faculty Bulletin was reprinted at the suggestion of Brother Emery Mollenhauer, F.S.C., Ph.D., Vice President, Academic Affairs.

OFFICE OF THE VICE PRESIDENT, PUBLIC AFFAIRS

LEGISLATION IN HARRISBURG

Governor signs SB-573 - Senate Bill 573 has been passed by the General Assembly, signed by Governor Shapp and is currently Act 50 of 1974. Pennsylvania Higher Education Assistance Agency(PHEAA) is now authorized to announce awards on May 1, thus permitting students needing financial aid to make a much earlier decision on college attendance.

House Bill 2002(P.R. NO. 2689, prior Printers NO. 2673) introduced by Wilson Burns, Pancoast et al. This Bill would further define "financial need" and provide for maximum PHEAA of \$1500(presently \$1200) and raise adjusted family income to \$18,000(now \$15,000). Passed 1st Consideration

Senate Bill 1232 - Bill to pay a portion of the cost of operating security expense at private colleges and universities. The bill passed the Senate 44-3 and was returned to the House Education Committee.

COUNSELING CENTER

PRE-COLLEGE COUNSELING PROGRAM

All faculty members are invited to observe and participate in the summer Pre-College Counseling Program. Dates and times are available in the Center.

GENERAL

THANKS AND MORE THANKS!

Howard N. Becker wishes to thank sincerely the members of the La Salle Community for their Testimonial Luncheon and gift upon the occasion of his retirement.

PUBLISHED, MET, SPOKE, ETC.

- ANTONSON, Dr. C. Richard, instructor, economics, gave a seminar entitled "Seawater Desalination by Reverse Osmosis" at the University of Notre Dame on February 8, 1974, and at Northwestern University and Worcester Polytechnic Institute in 1973. He has submitted along with co-authors R.J. Gardner, C.F. King, and D.Y. Ko a paper entitled "Gas Separation by Permeation in Hollow Fibers" to I & EC Process Design and Development.
- BROOKS, Dr. Victor D., associate professor, psychology, participated in a symposium on "Equal Pay for Equal Work" sponsored by the Department of Labor in Washington, D.C., February 8. He also served on a panel sponsored by the Dept. of Labor in Washington, D.C., on February 15, to discuss the problem of motivating young people to enter apprenticeships for the various trades. In addition, Dr. Brooks read a paper on "The Impact of Status on Government Employees" at a seminar sponsored by the Federal Civil Service Commission in Philadelphia, March 1.
- CHRISTOPHER, Bro. Frank, F.S.C., Coordinator of Transfer and Foreign Students, presented along with Gary Hopkins, International Student Admissions Officer at the University of Delaware, an audio visual study of the sequential process in foreign student admissions at the Semi-annual Sub-regional Luncheon Meeting of Region X of the National Association for Foreign Students at La Salle College, February 19, 1974.
- FILICETTI, Dr. Peter J., Assistant Director Counseling Center, has had his paper "College Prevention and Treatment of Drug-Alcohol Related Problems" accepted by the Division of Psychotherapy of the American Psychological Association as part of a Symposium on the Management of Drug Use to be presented at its Annual Convention in New Orleans, August 29-September 3.
- Also, as a member of the Editorial Board of the Pennsylvania Personnel and Guidance Association Journal Dr. Filicetti recently reviewed five manuscripts submitted to the journal.
- HARRISON, John L., instructor, history, attended a Program Planning Session of the Social Studies Supervisors Association as a member of its Executive Board in Chicago, February 22, 1974. He also spoke on "The Teacher-Coach Career" at the Career Education Day at Archbishop Carroll High School in Radnor, Pa., March 12, 1974.
- Mr. Harrison participated in a program on "The Rights of Women and the Social Studies" at the 71st Annual Convention of the Middle States Council for Social Studies held at the College of Notre Dame in Baltimore, March 29-30. Another program in which he participated was on "The 18 Year Old Voter" at the Annual Conference of the Council for Social Studies at Wilkes-Barre, Pa., April 19-20.
- KELLY, Bro. Geoffrey B., F.S.C., assistant professor, religion, presented a series of lectures on Revelation to the "Centre International La Sallien", an international center for Christian Renewal, in Rome, Italy, during February. His article, "Revelation in Christ" was published in the March issue of the Ephemerides Theologicae Lovaniensis.

PUBLISHED, MET, SPOKE, ETC.

- KERLIN, Dr. Michael J., associate professor, philosophy, spoke on "Truth and the Sociology of Knowledge" at Villanova University, February 27.
- LANG, James T., lecturer, fine arts, was invited to speak on "Printmaking 1974", after having been selected by the Philadelphia Art Alliance and the School District of Philadelphia as one of fifteen American artists who have made a valuable contribution to art and education in America-awards were presented at the Philadelphia Art Alliance.
Earlier this year, Lang presented a one-man show of his lithographs at Widener College in Chester, Pa. He was also invited to hold a one-man show of his work at Centenary College for Women in Hackettstown, N.J., during March.
- LASHCHYK, Dr. Eugene M., associate professor, philosophy, read his paper "Scientific Progress-Method or Accident" at the 100th Anniversary of the Shevchenko Scientific Society, November 25. This paper has also been accepted for publication in the Proceedings of the Section of Mathematics and Physics of the Society.
Dr. Lashchuk gave a lecture on "Driving By Car Through Soviet Ukraine" at the St. Basil Academy, and also read a paper on "Indices of Progress in Science" at the Philosophy Colloquium Series at La Salle College, April 24.
- LOWRY, Atherton C., assistant professor, philosophy, delivered a paper entitled "Marriage, Flesh and the Spirit" as part of the Logos Lecture Series at Holy Family College, February 6. He also attended the Annual Meeting of the Metaphysical Society of America at Marquette University, March 15-16.
- MC CLOSKEY, John L., Vice President, Public Affairs, was appointed a member of the Philadelphia City Scholarship Committee by Mayor Frank Rizzo.
- PERFECKY, Dr. George A., associate professor, foreign languages, was one of the principal speakers at the 100th Anniversary of the Shevchenko Scientific Society on November 17, 1973 in Philadelphia. Also his article "The Galician-Volnian Chronicle as a Source of the Ukrainian Language and Historiography" was accepted for publication in a special centennial anthology to be published by the Society.
- SCHREINER, Dr. Frank J., Director Counseling Center, spoke to parents and students on "Parent-Adolescent Communication" at Lansdale Catholic High School, April 24.

PUBLISHED, MET, SPOKE, ETC.

STOW, Dr. George B., assistant professor, history, presented a paper entitled "Thomas Walsingham's Chronicles and the Vita Ricardi, 1377-1390" at the Sewanee Mediaeval Colloquium, held at the University of the South, April 6, 1974.

WARNER, Bro. Thomas, F.S.C., Director of the Library, has been elected Chairman of the Pennsylvania Union Catalog Committee on Library Cooperation. He has also been appointed a member of the Middle States evaluating team for Slippery Rock State College/St. Fidelis College Consortium.

WILSON, Rick, Foreign Student Adviser, served as chairman and coordinator of the Semi-annual Sub-regional Luncheon Meeting of Region X of the National Association for Foreign Student Affairs at La Salle College, February 19, 1974.

The following article was submitted by Brother Emery Mollenhauer, F.S.C., Ph.D., Vice President of Academic Affairs:

THE ACADEMIC DEPARTMENT AND EDUCATIONAL CHANGE

(This article appeared in the February, 1974 issue of Management Forum, and is a revised version of an address delivered at Memphis State University on November 14, 1974 by David D. Henry, President Emeritus of the University of Illinois.)

THE DEPARTMENT CHAIRMAN—I doubt that there is a prototype of a "department chairman," for the duties, responsibilities, and effectiveness of the chairman will vary with the size and purposes of the institution, the size and expectations of the department, the personal capabilities of the chairman, and the style of administration expected in the particular department, college, and university. Hence, variations will be numerous, and allowances must be made for the inapplicability of generalizations to every department chairman in every institution.

It is likely that the role of the department chairman will change from what it has been in the past, but in some ways it has not and probably will not change drastically. It may be appropriate, then, to consider the traditional role of the department head, both as he or she ordinarily perceives it and as others perceive it.

More often than not, the department head has been considered by department colleagues to be a group chairman. Most people, whatever the structure and whatever the level of operation, do not make clear distinctions between policy and practice, between policy and organization, or between policy and its implementation or administration. The academic group members consider themselves to be peers in all these concerns; they grudgingly confine themselves to policy formulation and evaluation, reluctantly admitting that in other matters they should be advisers rather than peers.

The typical process by which a department chairman is selected makes the success of the chairman all the more notable when it occurs. Most faculty groups do not want a strong head; they want a submissive one. It is an adroit, patient, and unflappable individual who, in heading a department, subtly manages to make the members feel that they are full partners in administration in every aspect while getting on with the task of improving departmental efficiency and marshalling the department's intellectual and scholarly resources for the advancement of education and research.

Assuming that we have found our gifted administrator, who manages to keep morale high, to concentrate on important issues and decisions, to get the housekeeping done, and to plan for the future, we need to ask what are his or her primary activities? I think they are these:

1. Representation of the department to the college, to the university, to the inter-institutional academic scene, and to the public. In performing this function, the chairman reflects not only his or her own views on policy matters, but those of colleagues, even when there is not consensus within the department.

THE ACADEMIC DEPARTMENT AND EDUCATIONAL CHANGE(CONTINUED)

2. Representation of the administration of the college and university to the department. When this service is not adequately and fairly performed, an institution will suffer from dissension and immobility. The task is not always popular, pleasant, or easy. If a central administration is regarded as remote or distant, the fault is frequently the failure of the department head in this function of interpretation.
3. Exercise of initiative and leadership to provide analysis, options, and alternatives in the most important decision-making of the institution: the selection and advancement of personnel.
4. Persistent and careful sifting of departmental agenda, particularly items concerning program planning and effective performance. The chairman must keep questions alive until a conclusive decision has been reached. A department cannot afford to drift.

These functions comprise the traditional role of the department chairman. What we may expect in the future is not so much a change in these functions as a change in the environment of their performance.

Clark Kerr, in the first David D. Henry Lecture at the University of Illinois (October 1972), stated, "Administration, defined as continuing arrangements for the conduct of affairs by organizations, is almost eternally much the same in appearance--the daily arrangements must always be made. The administrator sees people, handles paper, makes decisions, and all this goes on endlessly. The tasks look much the same but the modd and the tempo of the effort rise and fall. Higher education in the United States is a case in point."

That the climate in which higher education now operates has changed, and probably will change more, is acknowledged in all quarters. It seems to me that the department head must be familiar with these changes, with their cause and nature, for they both directly and indirectly affect departmental matters, from budgets to student attitudes, from academic freedom to external controls. While working with national organizations, commissions, and task forces(concentrating upon national forces and conditions which bear upon the welfare and effectiveness of higher education), I have been appalled by the indifference, ignorance, and lack of personal involvement reflected by faculty, including department heads. The gap is wide indeed between national leadership on educational issues as related to federal relations or national concerns and campus understanding, support, and informed criticism of these issues. Sensing virtually no response to public questions about educational issues at the local or institutional level, or at best receiving parochial, ill-informed, and sometimes self-serving response, public officials and politicians take initiative and advance their own simplistic and often misdirected solutions to highly sensitive and complex problems. The effectiveness of organized higher education in influencing public policy is thereby weakened. The fault must be shared by the profession broadly.

THE ACADEMIC DEPARTMENT AND EDUCATIONAL CHANGE (CONTINUED)

It seems to me that the department chairman should be a student, if not a scholar, of the wide academic world and that he or she should manage in one way or another to bring his or her associates into a similar familiarity with the issues, trends, conditions, and forces that are today shaping higher education. Post-secondary education is moving from a high degree of mass attendance to a social expectation of universal access, a climatic change equal to any in the history of higher education, according to many observers. New institutions, new structures, new services, and new constituencies are in the making. Letting things drift in this situation is the worst possible posture for the college and university academic community.

CHALLENGE AND RESPONSE—The movement for change is world-wide. The international challenge for change is rooted not alone in the public reactions to student disorder, to disillusionment stemming from the behavior of faculty activists, or to alleged administrative mismanagement; nor is the motive solely a resistance to increased costs that have assailed higher education as they have every other segment of life. The call for improvement is really a call for higher education to gear up to meet the social, economic, and cultural demands whose fulfillment is dependent upon the services of colleges and universities. The perennial goals are still sought, but they are sought in a context of urgent need for improved effectiveness now.

Administration, including particularly the department head, obviously has a key place in the process of change and a heavy responsibility for its initiation and continuing implementation. Indeed the degree of a department's effectiveness may determine the pace and quality of institutional response to the present concern with what is perceived to be the need for change.

The orderly process toward change has been disrupted somewhat by the new priorities for public expenditure. Sensing some change in public attitudes toward high education, including opposition to a never-ending expectation of more income, local and federal departments have moved to limit, even to cut back, college and university financial support. Often the method of external evaluation has been heavy-handed, unfair, uninformed, and "penny-wise, pound-foolish" in consequence. The results in many instances have been devastating to morale, injurious to quality, and limiting for educational opportunity. The results will not be offset for years to come, long after those directly responsible have left their present position of power and influence.

The cost of the present state of finance includes both lost institutional opportunity and lost educational capital. Initially, innovations usually cost more, not less. Priorities cannot be shifted by fiat without disorder. Wrong moves can be expensive. The deadly business of salvage falls to administration in these days, and there is not much point in talking about real reform unless administrators are released from total preoccupation with the salvage business.

THE ACADEMIC DEPARTMENT AND EDUCATIONAL CHANGE(CONTINUED)

The public may be asking for a re-evaluation of purposes, costs, effectiveness, and priorities, but it is not asking for the dismantling of the system. I think that public officials and legislators are missing this point. There is no need to assume that everything now in being needs to be thrown out and a totally new start made. To combat the difficulties, to change and to add new elements, what has been, and is, still working should first be subjected to the most careful analysis. If those charged with initiative in planning overreact or proceed with a lack of precision, with a lack of scholarship, and with an advocacy of change without well-rooted experimentation and analysis, much of what might be a solid foundation for future developments will then be destroyed. The word "innovation" should not be used without an adjective. Change by assertion should be rejected.

During the coming decade, as the feeling of urgency about solving social problems deepens, the challenges to these premises for change will be tremendous. Equal opportunity, the quality of the environment, health-related services, the energy crisis, urban affairs--these topics seem to expand in complexity with each month. If higher education is to contribute to the solution of such problems more than is now the case, it must be allowed to do so with the strengths of its own talents and resources as an intellectual and cultural institution and not as the victim of insensitive and inadequately informed external controls and imperious one-sided directives from political planners and inexperienced novices assigned to budget bureaus and task forces.

Beyond the administrative tasks involved in the current challenge for departmental and institutional goal-setting and for more careful balancing of top priorities some other major problems will test the administrators of the next decade. Pressures for collective bargaining, more adequate cost control, program evaluation, improved effectiveness in the educational process, and dispersal of existing limited authority by structuring new relationships with students, faculty, community and user groups are but a few of the subjects that will precipitate change.

SOME ITEMS FOR THE DEPARTMENTAL AGENDA-1. Current professional discussion makes much of the need for clarification of the purposes of higher education and of its institutions. It follows that the department should clearly formulate its purposes as related to those of the college and of the institution, as well as to those of the academic world generally.

For example, what degree of emphasis will be given to graduate work, and to preparing undergraduates for graduate school? What are the department's obligations for general education? How should it meet the concern for improved "developmental" education of students? What is its commitment for continuing education, at what levels, in what modes, under what circumstances, and with what incentives?

THE ACADEMIC DEPARTMENT AND EDUCATIONAL CHANGE(CONTINUED)

The final report of the Carnegie Commission of Higher Education quotes Lionel Trilling as having commented upon "the growing intellectual recessiveness of college and university faculties, their reluctance to formulate any coherent theory for higher education, to discover what its best purposes are..."(p. 25). I am not prepared to support the Trilling accusation, but I think that it is the unusual department that has produced a recent definition of its purposes in clear terms for internal use in planning, as well as for external evaluation by students, college, and institution. "There has been no basic discussion of purposes, engaged in widely within higher education, for a century," says the Carnegie Commission final report. "There should be some new aspirations, some new visions" (p. 26).

2. Do the new appointments and the promotion of personnel within the department take into account the advancement of defined purposes?

3. How does the department evaluate its "education effectiveness"? The bibliographic review and promotional procedures usually tell the department pretty well how it is doing in research productivity. Most departments, however, have not approached the admittedly difficult question of measuring teaching effectiveness in similar spirit. Further, little thought has been given to the measure of education effectiveness reflected in overall student achievement. To what extent is the department concerned with these questions?

4. What are the departmental attitudes toward off-campus instruction, including relations with community colleges and other institutions and cooperation with high schools through advanced placement and curriculum consultation?

5. Has the department considered its part in a three-year degree program?

6. Is the department seriously concerned with the new technology of instruction, including computers, television, multi-media devices, and similar resources for instruction?

7. Is the department in a position to consider the advantages and possibilities of cooperative education?

8. Is the department concerned about the literacy of its students--speaking, writing, and reading?

9. Does the department encourage intellectual extra-departmental academic involvement on the part of its major students? Are advisers really informed about opportunities for cross-cultural education and interdisciplinary opportunities?

10. Is the giving of grades coherently administered within the department? Are the members uniform in their attitude toward values and practices in grading?

11. The role of the department chairman in collective bargaining is a confused issue. Is he or she "Management" or "faculty" in such a situation? Has the department considered the administrative and organizational implications of collective bargaining?

THE ACADEMIC DEPARTMENT AND EDUCATIONAL CHANGE(CONTINUED)

12. How does the department chairman fit into the reward system of the institution? Can he or she receive academic promotion on the basis of giving academic leadership, apart from evaluation as teacher or researcher? The answer to this question may well determine the quality of departmental leadership in the years ahead. At the present time, in many institutions, the department head's contribution is not adequately recognized in the reward system, and he or she forfeits position on the academic ladder by serving as a chairman. This policy in my view is unjust, unfair, and short-sighted in its impact on internal leadership.

13. How should the department adjust to the fact that more and more authority over higher education is being exercised by external authorities?

14. What is the role of student participation in departmental affairs? Has it been carefully considered and have appropriate provisions been made?

15. What plans does the department have for tenure appointments in the next decade? It is said that by 1985, we are likely to have 80% of full-time faculty members with tenure, if current tendencies continue, and over 90% with tenure in 1990. Should these trends be altered and, if so, how?

16. Has the department a plan for meeting affirmative action obligations? Has it considered balancing ethnic, racial, and sex backgrounds within the personnel of the department as important as balancing philosophical and professional differences?

17. Is the department organized to bring into its deliberations ideas and recommendations based upon studies of higher education in its broad aspects?

18. How does the department efficiently respond to new demands for program budgeting, information systems, and other quantitative measurement of departmental and professorial activity?

Impressive as they are in an inventory of this kind, the tasks identified here are the more formidable because of two overriding new conditions. They are described by Clark Kerr as:

1. A loss of consensus among the members of the higher education constituency, and among different constituencies related to the academic world, as to values, objectives, and methods; and
2. Along with the rest of society, a preoccupation with rights ahead of responsibilities and opportunities, and ahead of those values necessary for a well-ordered and civilized society which fall under "the domain of the unenforceable."

These issues and changes in the context of the administrator's work will greatly influence his or her performance in the seventies. The exact nature of that performance cannot be predicted, but that it will be different there can be no doubt.

THE ACADEMIC DEPARTMENT AND EDUCATIONAL CHANGE(CONTINUED)

I would add a third condition confronting academic administration, including the department chairman:

3. A central thrust must continue to be improving the public understanding of why the university is essential to a democratic society and the fulfillment of the historic as well as the new aspirations of the nation.

The public is now engaged in a crucial debate. Beyond the unsupported skepticism voiced by some public leaders, colleges and universities are being victimized by rumor and innuendo without adequate inquiry. The outcome of this debate may appear to justify reordering or limiting financial priorities for some immediate budgetary gains, but long-run educational and social damage, not now visible, may result.

Educators obviously should not direct their message to those who have lost faith in the idea of organized education or indeed in the very idea of progress. These are characterized by David Riesman as reflecting "a new vanity of believing that America is the worst among nations," as they search "to locate the worst villains within that worst America"(Commencement address, University of Pennsylvania, 1971). With all its problems and limitations, "its dilemmas and conflicts and impending bankruptcies," the university has a high destiny, most of us believe, as a central force for human betterment and a large influence in the national welfare.

Whether these hopes for universities are fulfilled will depend in large measure upon the confidence of the people, confidence in the merit of giving education the priority which it has had in the past, confidence in the leadership of institutions, in faculty and students, confidence in the total mission of higher education. With that public confidence, with the resources available, and with the momentum of an inspiring tradition, greater achievement can be anticipated. Any program for building that confidence must start at the departmental level if it is to be effective. It cannot be left to college and university spokesmen alone. The whole institution must be involved.